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ABSTRACT

This paper on postsecondary education addresses students whose hearing impairments fall in the range from profound deafness to a slight loss of hearing. The paper begins with a discussion of definitions and communication methods. Options in academic postsecondary settings are outlined, including mainstream colleges or universities, specially funded programs on a regular campus, and the two federally funded special colleges (Gallaudet University and the National Technical Institute for the Deaf). The responsibility of the student to request support services is noted, and types of services are discussed, including interpreter services, notetakers, tutors, communication disorder specialists, and assistive learning devices. Information about financial aid and responsibility for payment is also provided. Tips to help students adjust to and succeed in the postsecondary environment are offered, followed by tips for instructors and tips for staff and administrators. A resources section provides information on books and articles, organizations, colleges and universities, and resource centers. (JDD)

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Higher Education and Adult Training for people with Handicaps

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STUDENTS WHO ARE DEAF OR HARD OF HEARING IN POSTSECONDARY EDUCATION

Students who are deaf or hard of hearing have a variety of opportunities to further their education and training after high school. Like their hearing peers, they have to make decisions about which type of college, university, or vocational training program will best launch them in a useful and fulfilling adult role. In addition, they need to consider their communication needs and style as well as services they will need in a college or university. They will be influenced in selecting among services by family orientation to disability and by the educational opportunities offered during their childhood years. Recent refinements in technology and new uses of older devices have helped to increase the success of students in postsecondary education, and students may be seeking a wide array of support service options.

In addition to assistance from parents, professional advisors, teachers, and friends about the type of postsecondary education or training, the student needs to have information and practice as a skillful self-advocate. There should be a clear understanding of what the student must do and which support services the college, university, or school will provide as the student makes the transition into higher education or training.

This paper addresses students whose hearing impairments fall in the range from profound deafness to a slight loss of hearing. It is also intended for advisors, parents, and counselors who assist students in selecting a postsecondary option and coping with new environments. It offers suggestions to college deans, service providers, and faculty that will help in anticipating requests and in providing recommended and appropriate accommodations. The Resources Section provides information that will enable the reader to order publications or to contact colleges, universities, or relevant national organizations referred to in the paper.

DEFINITIONS AND COMMUNICATION METHODS

As more and more people who are deaf or who have partial hearing seek mainstream education and employment, terminology used in discussing disability issues is evolving. Whatever the primary mode of communication used, persons who are deaf or hard of hearing may have a great amount of feeling and belief about the terms they prefer to describe themselves. Thus, definitions below seek to clarify by emphasizing **how** a person communicates, while respecting the various reasons for selecting certain modes. In discussing communication methods and planning supportive services, it is necessary to **focus on the individual**, whose communication style will have been determined by such variables as age of onset of the loss, configuration of the loss, the age training began, and the type of training provided.

Some individuals who are **deaf** hear no sound, but usually the deaf person perceives sounds (including speech) in a way that has little or no meaning for ordinary life purposes. For some, this may be because personal hearing aids did not amplify sound sufficiently, or because the person was not taught to use the amplified sounds in understanding the spoken word. Most **deaf** persons employ one or more **visual** methods and symbol systems for communication. *American Sign Language (ASL)* is a language with its own grammar and syntax, usually with fingerspelling. In addition, there is a form of *manually-coded English* which combines fingerspelling and sign language systems. Some people who are deaf with little or no usable residual hearing *read lips* exclusively and do not use a manual communication system.

Some people who consider themselves deaf do have some residual hearing and have learned to benefit from both visual and auditory communication, with emphasis on auditory skills development, speechreading, and speech training. They may use *oral-aural communication*, which combines speech and speechreading (lipreading), usually with amplification. They may use *Cued Speech*, a visual communication system with hand cues; or, they may use *Simultaneous Communication*, which combines sign language and speechreading in English word order. Another approach is *Total Communication*, which professes the use of every communication mode available to the person. In some cases, profoundly deaf persons have had excellent amplification and speech training, which gives them the appearance of being less deaf than they are.

A person who is **hard of hearing** perceives sound less well than the average person but has sufficient hearing to use **auditorially-based** methods of communication, sometimes with visual supplements. Some people who are severely hard of hearing have been taught to use *oral-aural communication*, which

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combines speech, speechreading, use of personal hearing aids (including the newer cochlear implants) and other augmentative devices. Others with mild or moderate losses use minimal amplification, such as amplified telephones. Many others have losses so mild that they do not seek accommodations. Most losses are present at birth, but some people lose hearing because of disease or accident after they have learned language.

Those who are hard of hearing may not initially declare their disability, if at all. Some may feel isolated because they do not have enough hearing loss to warrant learning to sign, nor do they hear well enough to function without effort in hearing groups. In group situations, these students speak clearly but may miss some of the usual informal conversation of friendship or discussion in classrooms. Some people who are hard of hearing may find a sense of identification by participating in peer support groups, such as chapters of Self Help for Hard of Hearing People (SHHH).

There is a strong trend to use descriptive terminology (about people with any type of disability) in a way that places the person before the physical characteristic, or "people-first language." Thus, **students who are hard of hearing, people with hearing loss,** or **those with partial hearing** are preferred terms. Some continue to use **hard of hearing people** or **deaf students;** however, it is increasingly considered disrespectful to refer to "the hard of hearing" or "the deaf."

The term **Hearing Impaired,** objectively, refers to anyone having some level of physical impairment which results in receiving less sound, ranging from very slight loss to profound deafness. It is used in many contexts to refer to any amount of hearing loss. Reports documenting partial or no hearing may also include such terms as the following: **pre-lingual** deafness, incurred before spoken language had developed; **post-lingual** deafness, incurred after early exposure to and use of spoken language; and **prevocational** deafness, a severe or profound degree of loss before the age of 19. **Age of onset** refers to the actual age, and thus the developmental stage, when communication modes had to be planned and adapted.

There are not two distinct groups, one of which is deaf and the other hard of hearing, although accommodations can be grouped functionally between those that are visual and those that are oral-aural. Rather, students who have little or no hearing use methods of communication that take into account physical function, training, and experiences during childhood and as the person matures. Postsecondary services will be built on the student's prior experience; thus, ideally, a selection of visual and oral-aural options will be available so that doors of communication can be opened in the various academic and social contexts of campus life.

OPTIONS IN ACADEMIC POSTSECONDARY SETTINGS

In considering postsecondary education settings, students with and without disabilities decide between campuses which have small student bodies offering a higher ratio of faculty to students (thus a higher level of personal attention) and larger colleges or universities where students would find a larger number of students with similar characteristics and interests. High school students who are deaf or hard of hearing, their families, and advisors have several options to consider as they look toward further education:

- a **mainstream** postsecondary college or university which offers support services for students with a wide range of disabilities to equalize their access to all courses and community events;
- **a specially funded program on a regular campus** which attracts a sizeable community of deaf and hard of hearing students, such as the four federally funded regional programs; or,
- one of two **federally funded colleges,** where deaf students from across the country constitute the majority of the student body and communication is primarily visual.

Education in the Mainstream

Students who are deaf (including those who are profoundly so) and those who are hard of hearing frequently choose and successfully complete higher education in a totally mainstreamed college or university. During the application process they concentrate on the educational program and courses offered and how that campus can assist the students to attain career goals. By visiting and interviewing and reading about the experience of enrolled students with hearing impairments, prospective students can determine how responsive a campus is in meeting individual requests for support services. For example, readers may refer to **The Possible Dream** (Alexander Graham Bell Association, 1990), to which fifty pre-lingually profoundly deaf students and/or graduates contributed reflections on their experience on mainstream campuses.

Students who have mild or moderate hearing losses may not seek special programs as such. Even if they know that they could benefit from augmentative systems in classrooms and auditoriums, they may find little printed information about the postsecondary settings which offer such systems. To inform and encourage the many students with mild or moderate losses, Alexander Graham Bell Association has published **How the Student with Hearing Loss Can Succeed in College** (1990). It contains much practical information for consumers, parents, and campus service providers. Chapters cover both philosophical perspectives and practical tips for seeking evaluation and appropriately fitted personal systems. Examples of campuses which have extensive experience with augmentative systems include **University of Akron (OH), Utah State University at Logan (UT),** and **Western Oregon State College (OR).**

Specially Funded Programs on Mainstream Campuses

There are a number of locations where deaf and hard of hearing students can combine a special program with mainstream community living and learning. Among these are four federally funded regional postsecondary programs: **St. Paul Technical College (MN), Seattle Community College (WA), California State Univesity at Northridge (CA),** and the **Postsecondary Education Consortium of Community Colleges** headquartered at the **University of Tennessee (TN).** Out-of state residents may apply and, in most cases, supervised dormitories or other housing arrangements are available. These programs offer tutors, notetakers, oral and sign language interpreters, counselors, aural rehabilitation, sign classes, some faculty experience in signing, and sometimes extensive technological support systems.

Special programs are also found among the 150 institutions included in the most recent edition of **College and Career Programs for Deaf Students** (Gallaudet University, 1988). The listing includes colleges or universities who responded and who have fifteen or more students who are hearing impaired; they offer various levels of support services.

National Academic Postsecondary Options

In the United States there are two federally funded, national academic institutions for deaf students. At **Gallaudet University** (Washington, DC) most students are deaf and all classes are taught in clear sign communication. Gallaudet offers more than 40 undergraduate majors and degrees ranging from Associate to Ph.D. Full support services are available on campus. The University is also part of a ten member consortium of area universities and colleges, allowing students to register for courses, use libraries, and benefit from facilities of those institutions. Gallaudet provides interpreting services for its students who cross-register.

The National Technical Institute for the Deaf (NTID) is a college of the Rochester Institute of Technology (RIT) in Rochester, NY. NTID offers deaf students choices among many technical programs in such fields as business, medical-lab technologies, computer science, engineering technologies, hotel management, and visual communication. These programs lead to a certificate, a diploma, or an Associate degree. Qualified NTID students may cross-register for classes in the other colleges of RIT and they have a complete range of support services available when they enroll in the other colleges. NTID faculty sign for themselves.

RESPONSIBILITY TO PROVIDE AND REQUEST SERVICES

Services for students with disabilities are made available to postsecondary students through a different process from those used in early schooling. On the elementary and secondary levels of mainstream education, it is the responsibility of the schools to provide "free appropriate public education" in the least restrictive environment for each child regardless of handicapping condition and to initiate proceedings where evaluation shows the student need. This responsibility is established in P.L. 94-142, the Education of the Handicapped Act and Amendments of 1975.

On the postsecondary level, the responsibility lies with the student to request support services. When the student presents documentation identifying needs and, ideally, the recommended accommodation, it is then the university's responsibility to provide what is needed. This procedure is based on Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112), together with the implementing Regulations of 1977, which prohibits discrimination solely on the basis of handicap. The regulations apply to postsecondary education, training, and employment programs that receive federal funds. Virtually all 3200 American colleges and universities receive federal funds in the form of student aid, research grants, and for other purposes; thus, they must not discriminate against students with hearing or other impairments.

TYPES OF SERVICES

Services in postsecondary settings for students who are deaf will be described separately from those for students who are hard of hearing, although consumers with partial hearing do not divide neatly into two groups. Some methods and supportive devices are visually based, some are auditorially based, and some engage the use of both senses. To repeat, it is an individual matter as to whether the student is best served by one type or by a mixture of accommodations.

for Deaf Students

The academic accommodations typically requested by deaf students are interpreters, notetakers, tutors, and remedial academic services. In addition, accessibility in the living environment and academic offices can be improved by Telecommunications Devices for the Deaf (TDDs); visual signals for emergency evacuation alarms, personal computers, and doorbells; message relay systems; and television sets with caption decoders.

Interpreter Services

An interpreter is a communicator between individuals, or between an individual and a group, using a mode of communication designated by the deaf individual(s). The interpreter conveys the dialogue and is not a contributor to it. A student requests that the Disability Support Services (DSS) coordinator arrange for interpreters using the preferred mode of communication (oral or sign). Although it will not always be possible to match a student's ability level, interests, and need for interpreting in specific content areas with an interpreter's knowledge and competence, it is highly desirable to do so when possible.

The supply of qualified oral and sign interpreters is low in many parts of the country, and the cost per hour is both significant and widely

variable. **The Registry of Interpreters for the Deaf, Inc.** maintains a list of interpreters in each state, many of whom have certificates. Other sources of interpreters are state agencies and organizations serving people who are deaf, such as specialized secondary schools, commissions, churches, state or local associations, interpreter training programs, and deaf students themselves. The Registry also maintains a list of colleges and universities that offer interpreter training programs, and career possibilities are expanding. Where no oral interpreters are available, some postsecondary programs have provided for short-term training of college students (Peer Oral Interpreting Training) to meet the needs of students who do not use sign language and rely mainly on speechreading. (Contact the Oral Interpreting Committee of Alexander Graham Bell Association.)

Notetakers and Tutors

Good classroom notes are vital to students who are deaf and hard of hearing. Through the use of a **notetaker,** students can focus their attention on the instructor and/or interpreter and, like other students, review the content of the class at a later time. Notetaking can be arranged in several ways: some students use trained notetakers, selected from a list in the office for special student services; other students ask to share the notes of a hearing classmate, by xeroxing on a machine made specially available by the DSS office, or by providing special no-carbon-required (ncr) duplicating pads. Making duplicate copies of notes allows one notetaker to serve more than one student in a given course.

Some students elect to use a **tutor** who knows the subject, how to teach it, and how to communicate with the hearing impaired student. Others may need **remedial English,** non-credit courses, or instruction through the academic learning center on campus, since the range of reading and writing skills varies greatly as it does among all students.

Training of notetakers and tutors can be enhanced by using **The Tutor/Notetaker: Providing Academic Support to Mainstreamed Deaf Students,** and **A Manager's Guide for the Tutor/Notetaker,** both by Osguthorpe, Wilson, Goldmann, and Penara.

for Hard of Hearing Students

According to Flexer, Wray, and Leavitt, today's campuses include a very large number of students who have hearing loss but who either do not use personal hearing aids or have not had their aids adjusted for full participation in classrooms and social settings. As indicated earlier, most of these students are not aware of assistive listening device (ALD) technology for group settings. Thus, they may not realize that their academic performance and enjoyment of campus life could be vastly improved. Indeed, if they have not had a personal hearing aid and if they have speech, they may not even consider themselves to be hard of hearing.

The Disability Support Service Office can provide much information that is essential if students are to develop greater skills in self-advocacy. At this writing, printed brochures do not always list clearly the availability of services for students who are hard of hearing; and college students who have discovered, later in their educational careers, the advantages of using group systems sometimes wish there had been more publicity. If service providers are to both educate students about possibilities and respond to their requests, they should focus on three components of improved communication for this campus population: nearby communication disorder specialists who can perform periodic professional reevaluations of the hearing level, assistive listening device technology for group situations, and the environmental conditions in classrooms and campus theaters.

Communication Disorder Specialists

If a student decides to reexamine a former decision not to use a personal hearing aid, or if a student comes to campus with an aid but plans a yearly reevaluation (which is considered standard since, in some cases, hearing can degenerate), the service provider needs to have contacts for referral to Communication Disorder specialists. Such professionals may be available in a speech/hearing clinic (on or off campus) or in private practice in the community. What is needed is someone who understands the implications of that particular hearing loss for the campus setting and who can provide information about all aspects of the situation. Another approach is to obtain names of **educational audiologists** through the American Speech-Language-Hearing Association.

Assistive Listening Devices (ALD)

ALDs are systems for the classroom or lecture hall which combine with the student's personal hearing aid to augment and clarify sound in a group setting. Examples are **personal and group FM systems** (using radio waves), **loop systems** (using magnetic waves), **infrared systems** (using light waves), and **hardwire systems** (directly connecting the speaker and listener). The key to the success of ALD's is in the instructor's use of a lapel microphone which reduces background noise as it transmits the speaker's voice to the person wearing a hearing aid. For discussion purposes, a central location for the microphone or multiple microphones may be arranged.

Lists of demonstration centers for such systems in various places throughout the country are available from Self Help for Hard of Hearing People (SHHH), the American Speech-Language-Hearing Association (ASHA), and The National Information Center on Deafness (NICD).

Some campus Disability Support Services offices purchase one or more personal FM systems that can be borrowed by students. The educational audiologist would specify how to make the system compatible with each student's personal hearing aid. The New York League for the Hard of Hearing is a source of technical assistance, sometimes by telephone, regarding the use of personal and group systems.

Environmental Conditions

Personal hearing aids take in extraneous sounds without screening them, but it is possible to reduce such distractions in classrooms, lecture halls, and auditoriums. Acoustical ceiling tile, curtains, carpeting, quiet air conditioning units, and lighting that illuminates the speaker's face or the interpreter (especially if there are uncaptioned videos, slides, or films in use) are all features which add crucial clarity to communication for students who are hard of hearing, and enhance the quality of classroom interactions for other students as well.

for Deaf-Blind Students

Deaf-blind students require services for both hearing and visual impairments. Some attend mainstream postsecondary programs and request adaptations in that setting. The **Helen Keller National Center for Deaf-Blind Youth and Adults** offers training in prevocational skills, personal adjustment, travel, communication, and vocational skills. The Center also publishes the **Directory of Agencies Serving the Deaf-Blind,** which lists education programs known to be appropriate, as well as other services and alternative postsecondary opportunities.

FINANCING SERVICES

Financial Aid for Students with Disabilities (HEATH, 1989) summarizes the relatively few sources of financial aid for postsecondary tuition. Other organizations such as Alexander Graham Bell Association, Inc. and the National Information Center on Deafness have lists of sources of financial aid, especially for students with severe or profound loss. If a student is a client of the state's Vocational Rehabilitation (VR) system, the agency will frequently pay for the individual's personal assistive devices and for interpreter fees. In all states, VR's mandate is to provide an individual with financial assistance that facilitates training toward employment; but there is considerable variation throughout the country and among counselors as to who should be a client and which level of services is to be funded. Although tuition is rarely approved for coverage by VR, when a financial package has been combined from many sources and there is still a small need, VR may provide these "last dollars" to make the education plan viable.

As part of the Vocational Rehabilitation process, a VR counselor meets with a client to write, jointly, an Individual Written Rehabilitation Plan (IWRP). A student must be sure that the necessary campus services are included in the IWRP. The plan should specify clearly the respective responsibilities of the student and the agency, and the student should request a copy. It is important to have this conference in plenty of time to allow the VR agency to send authorization to the college Business Office and Disability Support Service Office so as not to delay enrollment. (Request HEATH's **Vocational Rehabilitation Services, A Postsecondary Student Consumer's Guide.)**

Responsibility for Payment

According to the National Center for Law and the Deaf, recent court rulings indicate that Section 504 of the Rehabilitation Act of 1973 places primary responsibility on the state Vocational Rehabilitation agency to provide interpreters to the client in college or in other postsecondary institutions. If a student is not a VR client and no other sources are available, then the college **may** have the ultimate financial responsibility for interpreters, notetakers, tutors, and remedial services.

See pages 6 and 7 for TIPS FOR STUDENTS, INSTRUCTORS, AND ADMINISTRATORS

APPLICATION TIME!

To decide which campuses to apply to, students and/or families should call the Disability Support Services Offices to be certain that each campus on the final lists offers a wide enough range of services and technologies. Accommodations that have contributed to a successful high school career should be available on the postsecondary campus selected. Visit sometime during the application process, and talk with the coordinator of special services. Ask to meet with hearing impaired students to discuss their views of the campus climate and the inclusiveness of the mainstream campus. Write for HEATH's **How to Choose a College—Guide for the Student with a Disability.**

Remember that people who are hard of hearing or deaf have been successful in a broad variety of colleges and in many occupations. Thus, when selecting colleges, curriculum, and career/occupation goals, it is wise to seek assistance from high school counselors, Vocational Rehabilitation counselors, and various postsecondary advisors as well as from family, audiologists, other professionals, and friends. Learn as much as possible about opportunities and how they match the applicant's personal skills. Learn to talk about needs and strengths to those involved in the educational plan, and this will increase chances of success during postsecondary years.

IN CONCLUSION . . .

By the time a student is ready for a postsecondary program, the primary communication method will have been established. New situations and opportunities will arise in college, and some students are willing to reexamine their assumptions. One goal of support service staff in the educational setting, of course, should be to provide each student who is deaf or hard of hearing with the individually appropriate access to clear and understandable communication, and to be sensitive to the possibility that some students may need to change or increase the types of services requested during their college years.

TIPS FOR DEAF AND HARD OF HEARING STUDENTS

Orientation is important. Give yourself a few days to get comfortable with the campus environment.

Anticipate where you might need special signal devices, such as on the emergency evacuation devices. Locate a TDD. Consider an amplified phone.

Locate the Disability Support Service Office or the person in the Dean of Students Office responsible for accommodations. Decide which services are likely to be needed and receive suggestions about speaking with faculty.

Consider having a consultation with a specialist if there is a Speech and Hearing Center, a Department of Communicative Disorders, or a clinic nearby.

Arrange a conference at the beginning of the term with instructors to discuss their methods of teaching and expectations. You may, of course, take an interpreter or an FM unit to these meetings.

- Discuss what classroom and testing accommodations you will need. For example, if oral directions are usual in an instructor's classroom ask to have them in writing.
- Explain your assistive listening device (ALD) and demonstrate the lapel mike you will be asking the instructor to wear.
- Provide contact information in case a class must be cancelled.

Meet both paid and volunteer interpreters or notetakers before classes begin. Get to know each other and be clear about what times they are needed and how to contact them in case a class is cancelled or you are ill.

Agree on what notetaking system will be most convenient and effective. Options include xeroxing (locate an available machine) or no-carbon-required (ncr) paper, which might need to be ordered through the bookstore. (NTID is a source. Some university print shops will print lines to paper bought from computer supply stores.)

Arrive well before class begins to introduce your interpreter to your instructor if you have not previously done so.

Select a seat in each classroom that gives you a direct line of vision to the instructor, the board or screen, and your interpreter. Sit with your back to windows to avoid glare and shadows.

Let your instructor know if you are having trouble following the lecture or class discussion, rather than depending on another student or your interpreter. You may always ask to have something repeated or rephrased. Or, see the instructor after class to clarify.

Locate the academic learning center, language skills center, or computer center. There may be personal or computer-based tutoring available to improve your reading, writing, or study skills. Many institutions have computer centers with adapted hardware and software that will be valuable learning tools.

Consider adaptations on lab equipment if you are in a science or vocational-technical program. Do you need a flashing light to replace the bell on a typewriter or the buzzer on a laboratory timer? Should these be made louder?

Request sufficient training to make good use of equipment, especially ALDs: It is often the device that is poorly adjusted, not the student!

Establish the habit of discussing any questions or misunderstandings with instructors, fellow students, staff, or interpreters **when they happen.**

In general, let those involved in your education know what adaptations will make it possible for you to do your best work. Although you shouldn't ask for things you don't need, you should request what will help you do your best work. Be flexible. There is more than one way of doing things, and you will need to work well with others in many new situations.

TIPS FOR INSTRUCTORS

During the first class of each course, invite students to see you to discuss any needed adaptations in testing, paper writing, deadlines, or classroom arrangements.

Give students with hearing impairments the benefit of your prior planning:

- early in the term, provide a brief course outline; and,
- before each class, list on the chalkboard any new vocabulary or specialized terminology.
- Some instructors even offer a copy of lecture notes.

Check frequently, in a discrete way, with any student using an ALD to be sure sound is transmitting comfortably. (Be aware that people are sensitive about how they communicate and do not want extra public attention.)

Allow an interpreter to sit or stand on one side of you, where the student can maintain eye contact both with you and with the interpreter.

Speak directly to the student with a hearing loss, **not** to the interpreter. For instance, ask "Do you have your assigned paper?" rather than "Does she have her paper?"

Speak clearly and naturally. Don't smoke or block your mouth with your hands. (Although it is a personal matter, you should be aware that a mustache reduces clarity in lipreading.) Avoid standing in front of windows or other light sources. The glare from behind you makes it difficult to read lips and facial expressions.

Accentuate body language, including facial expressions and gestures, to help get your message across effectively (for all students). Avoid speaking while facing the chalkboard or while walking around the room.

Include the student who is deaf or hard of hearing in class discussion, using various ways of doing so: indicate who is speaking, and repeat the question or comment to clarify the point the speaker has made; put a microphone in a central location; pass the microphone to the class member who is speaking; or arrange for multiple microphones.

Allow time during question-and-answer periods for the student who uses sign language to raise his/her hand, be recognized, and ask the question through the interpreter. The interpreter will voice the question to the instructor and the class, and then sign the response back to the student.

Allow extra time in science labs for hearing impaired students to find things that you are pointing out. They may need to get instructions from the interpreter, locate the materials, and then turn back for the rest of the discussion.

If requested, assist the student who is deaf or hard of hearing to find a volunteer notetaker. The need to watch you and to concentrate on your delivery prevents rapid notetaking, especially if there is an interpreter.

Provide written instructions or announcements, either on paper or on the chalkboard, such as assignments, test dates, or any changes in schedule or location.

Prearrange a system to notify the deaf student if you have to cancel a class, so that the interpreter can be cancelled.

Consider having oft-used films open-captioned. Contact the Captioned Film/Video Program of the Modern Talking Pictures Service, Inc. for agencies that superimpose captions on existing films and videotapes.

Be objective about evaluating materials written by students who are deaf and hard of hearing. If there are problems with grammar, syntax, or fluency of expression, you should advise the student about remedial services such as tutoring, language development labs, or other resources just as you would refer any student with these difficulties.

Be patient with the longer-than-average period of adjustment to postsecondary education for students with a disability; they have a greater-than-average number of systems to work out before they can achieve independence in learning and living.

TIPS FOR STAFF AND ADMINISTRATORS

Foster a positive climate by modeling attitudes of inclusiveness and support for students with disabilities in all aspects of campus life.

Provide appropriate alarm devices for emergency evacuation drills, a decoder for the TV in the dormitory lounge or other common rooms, TDDs in appropriate places, and telephones with amplified receivers in dorms and student centers.

Post on centrally located bulletin boards any information delivered over public address systems; and/or establish a message relay system.

Suggest to theater staff that an advance copy of play scripts be made available to hearing impaired students; and/or designate one performance as the one to be interpreted.

Install a group sound enhancement system (loop, FM, or infrared) in theaters and auditoriums.

Obtain names of educational audiologists for referrals by contacting the American Speech-Language-Hearing Association (ASHA) for members of the Educational Audiology Association, the American Academy of Audiology, or the Academy of Rehabilitative Audiology.

To learn about Assistive Listening Devices and the centers where they are demonstrated, contact ASHA, SHHH, NICD, the NY League, or consult **How Students with Hearing Loss Can Succeed in College.**

Offer sign language classes for hearing students. This contributes to campus assimilation of deaf and hard of hearing students, since the greater the number of more hearing students who know how to sign, the more opportunities there will be for communication, friendship, and shared experiences. Many colleges and universities or vocational programs have sign language clubs where hearing members join and are welcomed by their deaf and hard of hearing friends. Nearly 1,100 colleges and universities across the United States offer sign language courses. A growing number of these institutions recognize American Sign Language as satisfying foreign language requirements.

Encourage deaf and hard of hearing students to participate in extra-curricular activities, sports, and clubs to make a variety of friends and to find peer support. Assist club advisors, coaches, and campus leaders to be adaptable.

RESOURCES

BOOKS AND ARTICLES

A Place of Their Own: Creating the Deaf Community in America. (1989) J. Van Cleve, B. Crouch. Washington, DC: Gallaudet University Press. $14.95.

Alerting and Communication Devices for Hearing Impaired People. National Information Center on Deafness (NCID), Gallaudet University. $1.50.

Assistive Listening Devices. Rehab Brief, Vol. XII, No. 10. (1990) P.O. Box 5186, Arlington, VA 22205. (free)

College & Career Programs for Deaf Students. (1988) Ed. by B. Rawlings, M. Karchmer (Gallaudet), J. DeCaro (NTID). Washington, DC: Gallaudet University, Center for Assessment and Demographic Studies, Gallaudet University. $12.95.

Facilitating Classroom Listening. (1987) F. Berg. Boston: Little, Brown and Co. College Hill Press.

Financial Assistance Sources are described by:
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National Information Center on Deafness
HEATH Resource Center

How the Student with Hearing Loss Can Succeed in College: A Handbook for Students, Families, and Professionals. (1990) C. Flexer, D. Wray, R. Leavitt. AGB. $18.95.

Interview with Henry Kisor. SHHH Journal (Sept/Oct, 1990) SHHH.

I Wish I Knew Then, What I Know Now; Some Suggestions for the College-Bound Hard of Hearing Student. (1990) Alison Sutton. **SHHH Journal.** Bethesda, MD: Self Help for Hard of Hearing People, $1.50.

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The Possible Dream: Mainstream Experiences of Hearing Impaired Students. (1990) ed. S. Ball, D. Dickman, H. Gregory, D. McGee, V. Stern. AGB. $7.95.

Vocational Rehabilitation Services, A Postsecondary Student Consumer's Guide (1989) HEATH. (free)

What are TDDs? (1990) NICD, Gallaudet University. $1.00.

What's That Pig Outdoors? (1989) Henry Kisor. Hill and Wang, $18.95.

COMMUNICATION, ENRICHMENT, AND TECHNOLOGY

Captioned Films for the Deaf
Modern Talking Pictures Service, Inc.
5000 Park Street North
St. Petersburg, FL 33709
(800) 237-6213 (V/TDD)

National Captioning Institute
5203 Leesburg Pike, Suite 1500
Falls Church, VA 22041
(703) 998-2400 (V/TDD)
(800) 999-0958 (V/TDD)

National Center on Employment of the Deaf (NCED)
Rochester Institute of Technology
One Lomb Memorial Drive
P.O. Box 9887
Rochester, NY 14623
(716) 475-6834 (V/TDD)

Registry of Interpreters for the Deaf, Inc.
8719 Colesville Road, Suite 1107
Rockville, MD 20850
(301) 608-0050 (V/TDD)

COLLEGES AND UNIVERSITIES NOTED IN THIS PAPER

California State University at Northridge
Center on Deafness
1811 Nordhoff Street
Northridge, CA
(818) 885-2611 (V/TDD)

Gallaudet University
800 Florida Avenue, NE
Washington, DC 20002
(202) 651-5000 (V/TDD)

National Technical Institute for the Deaf (NTID)
Rochester Institute of Technology
One Lomb Memorial Drive
Rochester, NY 14623
(716) 475-6400 (V/TDD)

St. Paul Technical Institute
Program for Deaf Students
235 Marshall Avenue
St. Paul, MN 55102
(612) 221-1337 (V/TDD)

Seattle Community College
Program for Deaf Students
Seattle, WA 98122
(206) 587-4183 (V/TDD)

University of Akron
Handicapped Student Services
110 Spicer Hall
Akron, OH 44328
(216) 972-7928 (V/TDD)

Postsecondary Education Consortium at the University of Tennessee
21 Claxton Addition
Knoxville, TN 37996-3400
(615) 974-6087 (V/TDD)

Utah State University
Office of Handicapped Student Services
Logan, UT 84322
(801) 750-2444 (V/TDD)

Western Oregon State College
Resource Center for Deafness
Monmouth, OR 97361
(503) 838-8444 (V/TDD)

NATIONAL ORGANIZATIONS AND RESOURCE CENTERS

Alexander Graham Bell Association for the Deaf, Inc. (AGB)
3417 Volta Place, NW
Washington, DC 20007
(202)337-5220 (V/TDD)

American Speech-Language-Hearing Association (ASHA)
10801 Rockville Pike
Rockville, MD 20852
(301) 897-5700 (V/TDD)
(800) 638-8255 (V/TDD)

HEATH Resource Center
One Dupont Circle
Washington, DC 20036
(202) 939-9320 (V/TDD)
(800) 544-3284 (V/TDD)

Helen Keller National Center for Deaf-Blind Youths and Adults
111 Middle Neck Road
Sands Point, NY 11050
(516) 944-8900 (V/TDD)

National Information Center on Deafness (NICD)
Gallaudet University
800 Florida Avenue, NE
Washington, DC 20002-3695
(202) 651-5051 (V)
(202) 651-5052 (TDD)

New York League for the Hard of Hearing
71 West 23rd Street
New York, NY 10010
(212) 741-7650 (V)
(212) 255-1932 (TDD)

Self Help for Hard of Hearing People, Inc.
7800 Wisconsin Avenue
Bethesda, MD 20814
(301) 657-2248 (V)
(301) 657-2249 (TDD)

Ann R. Davie, Fall 1990.

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